DOCUMENT RESUME

ED 086 750 UD 013 976

AUTHOR	Goettee, Margaret; Watts, Larry
TITLE	Interdependent Learning in a Traditional Classroom Setting: John Hope Elementary School, 1972-1973. Research and Development Report, Volume 7, Number 6, August 1973.
INSTITUTION	Atlanta Public Schools, Ga.
PUB DATE	Aug 73
NOTE	50p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Classroom Games; *Compensatory Education Programs; *Elementary Schools; Mathematics Instruction; Paraprofessional School Personnel; *Program Evaluation; Reading Instruction; Teaching Methods; *Urban Schools
IDENTIFIERS	Career Opportunities Program; Comprehensive Instructional Program; Elementary Secondary Education Act Title I; ESEA Title I Programs; *Georgia; Project Follow Through

ABSTRACT

This report presents a description of the instructional programs, funded in part under Title I of the 1965 Elementary Secondary Education Act, and the findings of a study which assessed pupil performance in reading and mathematics and related estimated costs to pupil performance. The following projects were utilized as resources: To better meet the needs of the pupils during the 1972-73 school year, the Follow Through Project was extended to include grade three, and thus operated in grades kindergarten through three. The Interdependent Learning Model was the basic model for teaching all Follow Through classes. The model made use of a game format for reinforcing classroom instruction and for strengthening skills. All Follow Through classes were taught the Direct Approach to Decoding to acquire phonic skills. The Title I Program was restructured so that the most educationally deprived pupils were taken from the classroom for one period each day in order to receive intensive reading instruction. The Career Opportunities Program paid all college cost for aides to attend accredited colleges or universities. The Comprehensive Instructional Program was concerned with curriculum improvement and teacher inservice training. Reading and mathematics instruction in grades one through three were stressed. (Author/JM)

ED 086750

RESEARCH AND DEVELOPMENT REPORT

VOL. VII, NO. 6 August, 1973

INTERDEPENDENT LEARNING IN A TRADITIONAL CLASSROOM SETTING

JOHN HOPE ELEMENTARY SCHOOL

1972-73

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RATIONALE

John Hope Elementary School was found to have both effective reading and effective mathematics programs during the 1971-72 school year based on the "Effective? Acceptable?" study conducted by the Division of Research and Development. The reading and mathematics programs were declared effective because the pupils achieved the predicted gains in reading and mathematics skills as demonstrated by the pretest and posttest of the Metropolitan Achievement Tests (MAT). However in order for the program to be designated as acceptable during 1971-72, the pupils had to perform on the MAT posttest at levels corresponding to their grade levels. (Performance at grade level on the standardized test indicated the pupils were performing at the national norm.) The median performance levels of the pupils at John Hope School were approximately one year below grade level in mathematics and from one to two years below grade level in reading.

To better meet the needs of the pupils during the 1972-73 school year, the Follow Through Project was extended to include grade three. (The Follow Through Project operated in grades K-3.) In addition, the Title I Program was restructured so that the most educationally deprived pupils were taken from the classroom for one period each day in order to receive intensive reading instruction.

John Hope School had the benefit of two additional projects: The Career Opportunities Program (COP) and the Comprehensive Instructional Program (CIP).

SUPPORTING PROJECTS

A. Career Opportunities Program

This program was a training program through which participants pursued professional certification. Although Career Opportunities Program (COP) paid no salaries for aides, it did pay all college cost (tuition, books, and supplies) for aides to attend accredited colleges or universities. Three aides at John Hope Elementary School participated in COP. Two were in the Follow Through Program, and one was in the Title I Program.

B. Comprehensive Instructional Program

The Comprehensive Instructional Program (CIP) was concerned with curriculum improvement and teacher inservice training. Reading and mathematics instruction in grades 1-3 were stressed. Through CIP each school was encouraged to develop behaviorally stated objectives directed at improving the mathematics and reading instruction.

C. Follow Through Project

The Follow Through Project was designed for disadvantaged pupils. At John Hope Elementary School all pupils in the kindergarten through third grade had the benefit of the Follow Through instructional program.

Follow Through made use of the Interdependent Learning Model (ILM), a games approach to learning. This project utilized a specialized method of teaching phonic skills, and offered special instruction in music, art, speech, and inactive communication. In addition, medical and dental care and psychological guidance was offered to all eligible pupils (pupils from homes designated as low income by the Economic Opportunity Atlanta (EOA) sliding scale).

D. Elementary and Secondary Education Act (ESEA), Title I

The emphasis of the Title I Program at John Hope Elementary School was on improving the reading skills of the most educationally deprived pupils in the third and fourth grades.

NEEDS OF THE PUPILS

The pupils at John Hope Elementary School were recognized as having the following needs:

A. To learn to read.

B. To develop mathematical ability.

C. To develop positive self-concepts.

D. To receive parental reinforcement for the Follow Through instructional program.

E. To receive medical and dental care.

F. To have psychological services available when needed.

GOALS, OBJECTIVES, AND CRITICAL VARIABLES

A. Goal: To enable pupils to read.

1. Phonic Skills Objective for Pupils in Grades K-3: The pupils will increase their competence in phonic skills so they will achieve the following mean scores on the Phonic Skills Test: Nineteen for grade K, thirty-one for one, forty-three for grade two, and sixty-one for grade three.

   Critical Variable: Phonic skills.

2. Reading Objective for All Pupils in Grades 2-5: Pupil performance on the Iowa Tests of Basic Skills (ITBS) to be administered in April, 1973, will show that the pupils at each grade level achieved the level of pupil achievement as determined by the study by the Research and Development Division.

   Critical Variable: Total reading skills.

3. Reading Objective for the Title I Pupils: Pupils who participate in the English-Reading activity will show a gain, between the pretest and posttest of the MAT, of at least one month for each month in the program in word knowledge and reading.

   Critical Variable: Total reading skills.

B. Goal: To enable pupils to develop mathematical skills.

1. Objective for the Pupils in Grades 2-7: The pupils will achieve the projected level as determined by the pupil achievement study by the Research and Development Division.

Critical Variable: Mathematics skills.

C. Goal: To enable pupils to develop positive self-concepts.

1. Objective of Follow Through: The Follow Through pupils will demonstrate positive self-concepts on the Self-Appraisal Inventory.

Critical Variable: Self-concept.

2. Objective of Title I Participants: Pupils will show improvement in self-concept and will demonstrate positive self-concepts on the Self-Appraisal Inventory.

The following objectives pertain to the Follow Through Program only:

D. Goal: To promote parental involvement in the Follow Through Program.

Objective: An increased number of parents will participate in parent meetings, in classroom visitation, and in parent volunteer groups during the 1972-73 school year, as measured by a comparison of records kept by local Follow Through personnel.

Critcal Variable: Parent involvement.

E. Goal: To provide medical and dental care for all eligible Follow Through pupils.

Objective: Each eligible Follow Through child will receive medical and dental check-ups during the year and, when indicated, additional treatment. Individual medical records in the form of a survey checklist will be kept for each child.

Critical Variable: Health care.

F. Goal: To provide psychological services to pupils.

Objective: Psychological services will be made available to all eligible pupils as needed. Referrals to psychologists will be made by teachers, social workers, or Follow Through staff when a need is observed so that the reason for referral will be eliminated.

Critical Variable: Psychological service.

MANAGEMENT AND CONTROL

The principal was the chief administrator of John Hope School. All staff members served directly under the principal. Special project personnel who were based at the school, namely, the lead teacher for the Title I Program and the program assistant for Follow Through, had no administrative authority; rather, they served to coordinate instructional and special project activities under the administrative direction of the principal.

The Follow Through aides served under the direction of the Follow Through classroom teachers; the Title I aides served under the Title I lead teacher. However, all aides at John Hope School, in order to become licensed as educational aides in Atlanta Public Schools, were involved in inservice training. The new aides were required to have 70 hours of preservice training, and all aides in the Atlanta Public Schools completed 45 clock hours of training during the fall, winter, and spring quarters.

The preservice training for the new aides was conducted during the latter part of August, 1972, and it was coordinated by the director of staff development for Atlanta Public Schools. The topics covered in the four sessions were as follows: (1) the role of the aide and physical education activities, (2) language art activities and child development observation techniques, (3) the use of instructional games and music activities, and (4) health and safety awareness and art activities.

The lead teacher for Title I and the program assistant for Follow Through planned inservice training sessions pertinent to their programs which, in addition, satisfied the 45 hour requirement.

A. Management and Control of Title I

The Title I staff at John Hope School included the lead teacher and three aides. They carried out the reading activities in a large room which was designated as the Title I Reading Center.

The school day at John Hope School was divided into six forty-minute periods: four in the morning and two in the afternoon. Each of the 76 fourth and fifth grade pupils came to the center for one period each day and was taught by an aide in a group of four to six pupils having similar reading difficulties. The groups were flexible. When a pupil progressed faster or slower than other members of his group, he was shifted to a group who was being taught skills commensurate to his needs.

The aides worked with assigned groups of pupils each day. The lead teacher, who was present in the center the entire day, supervised the aides, worked on a one-to-one basis with pupils who had special problems, and when an aide was absent for the day, substituted for her so that her assigned pupils would not miss a day of reading instruction. The lead teacher met with the aides from 2:10 to 3:00 P.M. each day to review the progress of the pupils and to discuss the plans for the following day.

In order to inform classroom teachers of the progress of the pupils, individual monthly reports were sent to them regarding the progress of the pupils and suggesting special classroom materials which would reinforce reading skills. The teachers then returned a feedback sheet concerning each child. (See pages 1 and 2 of the Appendix for the forms used.)

B. Management and Control of Follow Through

In addition to the program assistant, the local Follow Through staff included the following: (1) one parent assistant, (2) three parent workers, (3) eleven teachers in grades K-3, and (4) eleven aides. As the name implies, the parent assistant and the parent workers were parents of Follow Through pupils. The parent assistant handled all clerical work involving Follow Through. The parent

workers visited the homes of each eligible Follow Through pupil, supervised the transportation of eligible Follow Through pupils to the dentist and physician, and sought parent volunteers for Follow Through. (Pupils were eligible if they came from homes in which the income was low as defined by the EOA sliding scale.)

The Follow Through central staff who visited the school on a regular basis were a health aide who compiled health records and a communication team who taught music, art, speech, and physical education. Two psychologists were available when needed to work with pupils who had emotional problems that interfered with learning.

The eleven Follow Through teachers and eleven aides worked with the eleven Follow Through classes: two kindergarten classes and three classes at each grade 1-3. The total number of children served by Follow Through was approximately 286.

PROCESS

A. Process of Title I Program

There were approximately 76 pupils from the fourth and fifth grades who participated in the Title I Program at John Hope School. The pupils, who were the lowest performing one-third of the pupils above the educable mentally retarded (EMR) level, were identified on the basis of teacher recommendation, Metropolitan Achievement Tests (MAT) test scores, Comprehensive Instructional Program (CIP) test scores, and information compiled in the permanent record files of the pupils.

The lead teacher identified the sequential reading skills which were to be taught through the Title I Program and developed behavioral objectives for teaching the skills. Pupils with similar reading deficiencies were grouped, and not more than two objectives were stressed in any session. When the objectives were met, the pupils' individual records were updated and the next two objectives were undertaken. (See the listing of the forms on pages 3, 4, and 5 of the Appendix.)

To supplement the small group instruction, there were various reading materials, including games and library books, which were used independently by the pupils. In addition, there were a listening center and a drill center in which the pupils, under the direction of the aides, listened to words or questions on the language master, and then recorded their answers using complete sentences.

B. Process of the Follow Through Program

The Interdependent Learning Model (ILM) was the basic model for teaching all Follow Through classes. The model made use of a game format for reinforcing classroom instruction and for strengthening skills. The games, which were made by the Follow Through staff and parent volunteers, were developed as needed.

An important component of the ILM was the method utilized for teaching phonic skills. All Follow Through classes were taught the Direct Approach to Decoding (DAD). The DAD was used with the basal readers. At John Hope School the Allyn-Bacon series was used.

A Follow Through aide was assigned to each Follow Through class. The aide worked under the guidance of the classroom teacher and served mainly as a tutor for small groups of pupils.

In addition to the specialized instructional program, Follow Through offered each eligible child complete medical and dental care. Psychological services were made available to pupils who demonstrated emotional problems which affected classroom participation and learning.

DIAGNOSIS

The following instruments were used in the evaluation of the John Hope School program:

A. The Metropolitan Readiness Tests and the Metropolitan Achievement Tests which were administered to all Title I participants in October, 1972, and May, 1973.

B. The Iowa Tests of Basic Skills which was administered to all pupils (excluding the educable mentally retarded pupils) in May, 1973.

C. The Phonic Skills Test which was administered to all Follow Through pupils as pretest and posttest.

D. The Self-Appraisal Inventory (SAI) which was administered to a sample of the Follow Through pupils and the Title I pupils in March, 1973.

E. The Opinionnaire on Attitudes Toward Education which was completed anonymously by each teacher and aide of John Hope School.

F. Medical and dental records and parent participaton records which were kept by Follow Through personnel.

EVALUATION

Pupil Achievement

John Hope Elementary School had both effective reading and effective mathematics programs during the 1972-73 school year based on the pupil achievement study conducted by the Division of Research and Development. This was the second consecutive year that both programs were found to be effective.

The pupil achievement study made use of the mean Iowa Tests of Basic Skills (ITBS) scores of all Atlanta Public Schools pupils in grades two through seven. The study was conducted in order

to compare the performance of pupils by school and by grade level, taking into account eight factors which were believed to influence achievement. The factors were as follows:

1. The 1971-72 Metropolitan Achievement Tests (MAT) reading comprehension posttest scores.

2. The 1971-72 Metropoltian Achievement Tests (MAT) mathematics computation posttest scores.

3. The stability index.

4. The per cent of paid lunches.

5. The per cent of paid lunches squared.

6. The pupil-teacher ratio.

7. The actual grade levels.

8. The per cent of pupil attendance.

The pupils' performance on the MAT and the pupils' performance on the ITBS was highly correlated. (A correlation of 0.917 was found between the composite ITBS scores and the MAT reading comprehension scores; a correlation of 0.936 was found between the composite ITBS scores and the MAT mathematics computation scores.) Therefore, the MAT scores were used as factors in the multiple regression analysis.

The pupil achievement study for John Hope Elementary School revealed that the pupils at each grade level achieved or exceeded the predicted scores in both reading and mathematics. The range was 98 per cent of the prediction to 121 per cent of the prediction. Compared with other elementary and middle schools the pupils at John Hope Elementary School were at the 90 percentile in relation to achievement of the predicted scores. (See Table 1.)

At John Hope Elementary School the pupils performed below the national norm in reading and mathematics on the ITBS. In comparing the performance in relation to the national norm with the performance of other pupils within the Atlanta Public Schools, the pupils at John Hope Elementary School performed at the 56 percentile.

TABLE 1

JOHN HOPE ELEMENTARY SCHOOL
IOWA TESTS OF BASIC SKILLS, APRIL, 1973

	Grade Equivalent Scores			Summary Indices	
Grade	Actual	Predicted	National Norm	Predicted	National Norm Quotient
			Reading Test Data		
2	2.1	2.0	2.7	104	76
3	2.7	2.5	3.8	108	71
4	3.3	3.2	4.7	102	70
5	3.8	3.9	5.7	98	66
			AVERAGE	103	70
			Mathematics Test Data		
2	2.3	2.1	2.6	108	88
3	2.6	2.6	3.7	100	70
4	3.6	3.4	4.7	105	77
5	5.0	4.1	5.6	121	88
			AVERAGE	108	80
			Composite Test Data		
2	2.2	2.1	2.6	103	83
3	3.0	2.6	3.7	114	80
4	3.6	3.4	4.7	106	76
5	4.3	4.1	5.7	105	75
			AVERAGE	107	78

Evaluation of the Performance of the Follow Through Pupils

A. Follow Through Participants

There were approximatley 286 pupils served by the Follow Through Program during the 1972-73 school year. The pupils were grouped as shown in Table 2.

B. Phonic Skills

An important component of Follow Through was the Direct Approach to Decoding (DAD) program, the Follow Through method of teaching phonic skills. The phonic skills objective was developed from the predicted scores provided by Dr. Ellis Richardson who was the originator of the DAD program and it was as follows:

> The pupils will increase their competence in phonic skills so that they will achieve the following mean scores on the Phonic Skills Test: nineteen for the kindergarten, thirty-one for grade one, forty-three for grade two, and sixty-one for grade three.

The kindergarten pupils were introduced to the DAD program during the year. They were administered the Phonic Skills Test in November, 1972, and again in the spring. While gains were made in each of the four areas, which were letter sounds, decoding, auditory blending, and oral reading, the objective of a total mean score of nineteen was not achieved. A mean of only 14.1 was achieved. (Mean scores are listed in Table 3.)

The first grade pupils were administered the Phonic Skills Test as pretest and posttest. The individual pretest scores were analyzed according to the number of years the pupils participated in Follow Through. The mean pretest scores of both the first grade pupils who had attended Follow Through kindergarten and the first grade pupils who had not attended the Follow Through kindergarten are reported in Table 4. There were no significant differences in the scores of the two groups of first graders.

TABLE 2

FOLLOW THROUGH PUPILS AT JOHN HOPE SCHOOL
1972-73

		Number of Eligible Pupils	Number not Eligible	Unknown	Total Pupils
Kindgergarten	Class A	17	6	0	23
	Class B	16	7	2	25
Grade 1	Class A	21	8	1	30
	Class B	17	8	0	25
	Class C	22	4	1	27
Grade 2	Class A	20	6	1	27
	Class B	21	4	2	27
	Class C	19	7	1	27
Grade 3	Class A	25	0	1	26
	Class B	21	1	0	25
	Class C	22	2	0	24
				Total	286

TABLE 3

PHONIC SKILLS TEST

MEAN SCORES OF KINDERGARTEN PUPILS
1972-73

	Pretest N=41	Posttest N=43
Letter Sounds	0.7	3.7
Decoding	0.0	2.4
Auditory Blending	0.6	6.1
Oral Reading	0.0	2.3
Total	1.1	14.1

TABLE 4

A COMPARISON OF THE PHONIC SKILLS TEST RAW SCORES
OF THE FIRST GRADE PUPILS
November, 1972

	Pupils in F.T. During Grade 1 Only			Pupils in F.T. During Grades K & 1			
	Mean	S.D.	N	Mean	S.D.	N	t
Letter Sounds	2.6	2.7	29	3.5	2.8	48	1.68
Decoding	0.9	2.9	29	1.2	1.9	48	0.48
Auditory Blending	3.0	3.3	29	4.1	6.0	48	1.18
Oral Language	0.9	3.8	29	0.9	1.5	48	0.04
Total	7.2	10.8	29	9.5	10.8	48	1.08

The posttest Phonic Skills Test scores were summarized by grade. The mean raw scores of the total first grade were as follows: Letter sounds, 6.9; decoding, 5.4; auditory blending, 14.3; oral reading, 8.1; and total 34.8. Therefore, the objective of a mean raw total score of 31 was achieved.

The scores of the second grade pupils on the Phonic Skills Test pretest were analyzed on the basis of the number of years the pupils had participated in Follow Through. (The mean raw scores are included in Table 5.) There were no significant differences among the scores of the second grade pupils who participated in Follow Through during grades K-2, those who participated in Follow Through during grades 1 and 2, and those who participated in Follow Through during the second grade only except on the subtest letter sounds. On letter sounds the pupils who participated in Follow Through during grades K-2 scored significantly higher than the second grade pupils who participated in Follow Through during the first and second grades. (The analysis of variance of the scores is shown in Table 6.) When given as posttest, the Phonic Skills Test scores of the second grade pupils were analyzed as a total group. The mean raw scores were as follows: Letter sounds, 8.7; decoding 10.2; auditory blending, 19.5; and reading, 14.3; and total 52.7. Therefore, the second grade pupils achieved the phonic skills objective by exceeding the predicted total raw mean score of 43 on the Phonic Skills Test.

TABLE 5

A COMPARISON OF THE PHONIC SKILLS TEST SCORES
OF THE SECOND GRADE PUPILS
NOVEMBER, 1972

	Pupils in F.T. for Grade 2 Only			Pupils in F.T. for Grades 1 & 2			Pupils in F.T. For Grades K-2		
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N
Letter Sounds	6.9	2.9	12	5.6	3.2	20	7.8	2.7	40
Decoding	4.1	3.3	12	3.6	2.5	20	5.6	3.9	40
Auditory Blending	10.2	10.1	12	8.3	7.3	20	10.2	6.9	40
Oral Language	6.2	7.8	12	5.1	6.3	20	7.9	6.8	40
Total	27.3	21.9	12	23.0	16.6	20	30.8	17.2	40

TABLE 6

ANALYSIS OF VARIANCE OF THE
PHONIC SKILLS TEST RAW SCORES AMONG THE SECOND GRADE PUPILS
NOVEMBER, 1972

	Sum of Squares Between Groups	Degrees of Freedom Between Groups	Sum of Squares Within Groups	Degrees of Freedom Within Groups	F
Letter Sounds	66.29	2	579.49	69	3.95*
Decoding	64.63	2	829.24	69	2.69
Auditory Blending	55.65	2	4092.46	69	0.48
Oral Language	111.59	2	3273.09	69	1.19
Total	825.24	2	22506.54	70	1.28

*Significant at the .05 level

The third grade pupils were divided for analysis of the Phonic Skills Test given as pretest into four groups based on the number of years of participation in Follow Through. The mean raw scores of the four third grade groups are reported in Table 7. An analysis of variance of the mean scores of the four groups, included in Table 8, revealed a significant difference in oral reading performance. The pupils who had participated in Follow Through from K-3 scored significantly higher (.05 level) in oral reading on the Phonic Skills Test than the third grade pupils who had participated in Follow Through from the first grade through grade three, the third grade pupils who had participated in Follow Through during the second and third grades, and the third grade pupils who had participated in Follow Through during the third grade only. The posttest of the Phonic Skills Test was analyzed on the basis of the total third grade performance. The mean scores were as follows: Letter sounds 8.5; decoding, 13.7; auditory blending, 18.4; oral reading, 19.3; and total, 60.0. The predicted total mean raw score was 61.0. Therefore, the pupils scored within one point of the objective.

C. Performance of the Follow Through Pupils on the Iowa Tests of Basic Skills

The objective for all pupils at John Hope Elementary School pertaining to the Iowa Tests of Basic Skills (ITBS) was to achieve the level of effectiveness in reading and mathematics as determined by the Pupil Achievement study by the Division of Research and Development. Both the second and the third grades exceeded the predicted mean scores. (The first grade was not included in the study.)

TABLE 7

A COMPARISON OF THE PHONIC SKILLS TEST SCORES
OF THE THIRD GRADE PUPILS
NOVEMBER, 1972

	Pupils in F.T. During Grade Three Only			Pupils in F.T. During Grades Two and Three			Pupils in F.T. During Grades 1 - 3			Pupils in F.T. During Grades K - 3		
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N
Letter Sounds	8.9	2.1	11	8.1	2.7	7	8.8	2.0	29	9.2	1.2	23
Decoding	10.2	8.1	11	10.3	8.1	7	9.6	6.3	29	15.1	9.0	23
Auditory Blending	14.6	9.7	11	11.9	7.2	7	15.7	9.4	29	17.7	9.4	29
Oral Language	14.1	7.6	11	13.0	8.8	7	12.7	7.2	29	20.1	9.0	23
Total	47.8	24.4	11	43.3	25.1	7	46.6	21.4	29	61.1	26.7	23

TABLE 8

ANALYSIS OF VARIANCE OF THE PHONIC SKILLS TEST
RAW SCORES AMONG THE THIRD GRADE PUPILS
NOVEMBER, 1972

Pretest	Sum of Squares Between Groups	Degrees of Freedom Between Groups	Sum of Squares Within Groups	Degrees of Freedom Within Groups	F
Letter Sounds	6.85	3	118.99	66	0.66
Decoding	431.35	3	3799.93	66	2.50
Auditory Blending	1881.65	3	5943.43	66	5.67
Oral Language	772.06	3	4244.53	66	4.00*
Total	3440.37	3	38308.50	66	1.98

*Significant at the .05 level.

Approximately half the first grade pupils entered John Hope Elementary School at the first grade level. (Kindergarten attendance is not mandatory within Atlanta Public Schools.) In comparing the performance of the first grade pupils who had participated in Follow Through during the kindergarten and the first grade with the performance of the first grade pupils who had entered Follow Through in the first grade, the scoring of the first grade pupils who had been in Follow Through for kindergarten and first grade was higher on every subtest, though not significantly higher, than the other group. The comparison of the mean grade equivalent scores of the second grade pupils are shown in Table 9.

The mean grade equivalent scores of the second grade pupils who had participated in Follow Through during the second grade only, the second grade pupils who had participated in Follow Through during the first and second grades, and the second grade pupils who had participated in Follow Through from kindergarten through grade two were compared. There was no pattern of achievement based on Follow Through experience and no significant differences among the scores. All three groups were performing at the second grade level on all subtests of the ITBS. (The mean scores of the three groups are listed in Table 10; the results of the analysis of variance of the scores are listed in Table 11.)

The ITBS scores of the third grade pupils who participated in Follow Through from kindergarten through grade three, the third graders who participated from grade one through grade three, the third graders who participated during grades two and three, and the third graders who participated during grade three only were compared. (The scores are listed in Table 12.) An analysis of variance of the scores, reported in Table 13, revealed no significant differences in performance.

TABLE 9

A COMPARISON OF THE IOWA TESTS OF BASIC SKILLS SCORES
OF THE FIRST GRADE PUPILS
1972-73

	Pupils in FT During Grade 1 Only			Pupils in FT During Grades K and 1			
	Mean Grade Equivalent	S.D.	N	Mean Grade Equivalent	S.D.	N	t
Vocabulary	2.17	0.66	32	2.19	0.71	38	0.19
Word Analysis	1.81	0.73	32	1.85	0.68	39	0.25
Reading Comprehension	2.14	0.76	27	2.44	0.69	34	0.20
Spelling	1.62	1.06	31	1.71	0.79	39	0.47
Math Concepts	1.62	0.56	33	1.87	0.72	39	1.68
Math Problem Solving	1.79	1.00	30	2.02	0.99	37	1.02
Math Total	1.86	0.69	30	1.97	0.80	37	0.62
Test Total	1.98	0.61	26	2.29	1.33	33	1.21

TABLE 10

A COMPARISON OF THE IOWA TESTS OF BASIC SKILLS SCORES
OF THE SECOND GRADE PUPILS
1972-73

	Pupils in FT During Grade 2 Only			Pupils in FT During Grades 1 and 2			Pupils in FT During Grades K-2		
	Mean Grade Equivalent	S.D.	N	Mean Grade Equivalent	S.D.	N	Mean Grade Equivalent	S.D.	N
Vocabulary	2.89	1.20	N	2.88	1.11	12	2.69	1.10	34
Word Analysis	2.06	0.80	12	2.08	0.64	12	2.11	0 55	34
Reading Comprehension	2.22	0.47	12	2.55	1.04	11	2.30	0.70	35
Spelling	2.03	0.42	12	2.39	0.38	11	1.99	0.60	35
Math Concepts	2.41	0.76	12	2.47	0.93	11	2.48	0.83	35
Math Problem Solving	2.41	0.65	12	2.85	0.95	11	2.32	0.71	35
Math Total	2.40	0.64	12	2.61	0.89	11	2.43	0.66	35
Test Total	2.33	0.58	12	2.48	0.70	11	2.33	0.57	35

TABLE 11

ANALYSIS OF VARIANCE OF THE IOWA TESTS OF BASIC SKILLS SCORES
AMONG SECOND GRADE PUPILS
1972-73

	Sum of Squares Between Groups	Degrees of Freedom Between Groups	Sum of Squares Within Groups	Degrees of Freedom Within Groups	F
Vocabulary	0.52	2	69.66	55	0.21
Word Analysis	0.03	2	21.84	55	0.03
Reading Comp.	0.70	2	30.51	55	0.63
Spelling	1.35	2	15.87	55	2.33
Math Concepts	0.04	2	38.57	55	0.03
Math Prob. Solv.	2.50	2	31.07	55	2.22
Math Total	0.33	2	27.42	55	0.33
Test Total	0.20	2	18.99	53	0.28

TABLE 12

A COMPARISON OF THE IOWA TESTS OF BASIC SKILLS SCORES
OF THE THIRD GRADE PUPILS
1972-73

	Pupils in FT During Grade 3 Only			Pupils in FT During Grades 2 & 3			Pupils in FT During Grades 1-3			Pupils in FT During Grades K-3		
	Mean Grade Equivalent	S.D.	N	Mean Grade Equivalent	S.D.	N	Mean Grade Equivalent	S.D.	N	Mean Grade Equivalent	S.D.	N
Vocabulary	3.17	0.79	14	2.57	0.24	3	3.08	0.70	26	3.10	1.03	21
Reading Comp.	3.01	0.50	14	1.86	0.40	3	2.77	0.73	26	3.10	0.90	22
Spelling	3.86	1.26	14	3.60	0.51	3	3.02	0.85	26	3.51	1.14	21
Capitalization	3.64	0.74	14	3.37	0.31	3	3.16	0.92	26	3.54	1.20	22
Punctuation	3.78	0.66	14	3.30	0.17	3	3.21	0.82	26	3.58	1.44	22
Language Usage	3.09	0.80	14	2.53	1.10	3	2.79	0.64	28	3.05	1.18	22
Map Skills	3.60	0.78	14	3.33	1.16	3	3.57	0.74	26	3.45	0.88	22
Graph Table	3.56	0.98	14	2.90	0.60	3	2.87	1.11	26	3.37	1.20	22
Reference Mat.	3.43	0.74	14	3.27	0.61	3	3.14	0.77	23	3.23	0.93	22
Math Concepts	2.81	0.67	14	3.07	0.31	3	2.57	0.75	26	2.86	0.92	22
Math Prob. Solv.	2.87	0.86	14	3.07	0.81	3	2.72	0.73	25	2.86	1.00	22
Language Total	3.60	0.66	14	3.20	0.40	3	3.06	0.60	26	3.43	1.08	22
Work Study Skls.	3.54	0.71	14	3.17	0.78	3	3.19	0.72	26	3.30	0.95	22
Math Total	2.86	0.68	14	3.00	0.45	3	2.68	0.64	25	2.91	0.91	22
Test Total	3.41	0.57	13	3.07	0.26	3	2.99	0.53	26	3.24	0.92	22

TABLE 13

ANALYSIS OF VARIANCE OF THE IOWA TESTS OF BASIC SKILLS SCORES
AMONG THIRD GRADE PUPILS
1972-73

	Sum of Squares Between Groups	Degrees of Freedom Between Groups	Sum of Squares Within Groups	Degrees of Freedom Within Groups	F
Vocabulary	0.91	3	42.05	60	0.43
Reading Comprehension	1.42	3	34.24	61	0.85
Spelling	7.09	3	66.02	60	2.15
Capitalization	2.76	3	59.72	61	0.94
Punctuation	3.48	3	66.47	61	1.06
Language	1.77	3	51.48	63	0.72
Map Skills	0.36	3	40.99	61	0.18
Graph Table	5.62	3	75.31	61	1.52
Reference Materials	0.73	3	39.46	58	0.36
Math Concepts	1.44	3	42.52	61	0.69
Math Problems	0.53	3	44.82	60	0.24
Language Total	3.19	3	40.21	61	1.62
Word Study Skills	1.20	3	40.28	61	0.61
Math Total	0.75	3	33.95	60	0.44
Test Total	1.73	3	29.32	60	1.18

D. Self-Concept

A random sample of ten pupils, matched by sex, at each grade level K through three were individually administered the Self-Appraisal Inventory by a team of testers from the Division of Research and Development. The inventory was administered in order to assess attitudes of the Follow Through pupils toward their peers, their families, their school, and their attitude in general. The results, shown in Table 14, revealed the pupils to have generally positive attitudes in four areas.

TABLE 14

SELF-APPRAISAL INVENTORY SCORES OF THE FOLLOW THROUGH PARTICIPANTS

		Peer	Family	School	General	Total
	Maximum Score	13	6	12	9	40
Kindergarten N=10	Mean	8.00	3.90	8.30	6.50	26.70
	S.D.	1.83	1.37	1.77	0.97	4.97
	Per Cent Positive	61.50	65.00	69.20	72.20	66.80
First Grade N=10	Mean	7.70	4.00	8.20	6.10	26.00
	S.D.	2.00	0.94	1.81	3.07	4.29
	Per Cent Positive	59.2	66.70	68.30	67.80	65.00
Second Grade N=10	Mean	7.60	3.00	7.90	6.50	25.00
	S.D.	1.90	1.41	0.88	1.58	3.33
	Per Cent Positive	58.50	50.00	65.80	72.20	62.50
Third Grade N=10	Mean	8.00	3.60	8.90	7.10	28.70
	S.D.	2.33	0.84	1.45	1.66	5.66
	Per Cent Postive	62.30	60.00	74.20	78.90	71.90

E. Parental Involvement In Follow Through

The objective for promoting parental involvement in the Follow Through Program was as follows:

> An increased number of parents will participate in parent meetings, in classroom visitation, and in parent volunteer groups during the 1972-73 school year, as measured by a comparison of records kept by local Follow Through personnel.

During the 1971-72 school year, 46.8 per cent of the families with children in the Follow Through Program were visited. This year there was an increase in the percentage of families visited with 52.0 per cent of the total number of families at the beginning of the school year visited. There was high pupil mobility at John Hope Elementary School: 33 of the 215 Follow Through families moved from the school during the year and 15 families moved into the area. The result was a reduction in the total number of Follow Through families with the total being 197 families at the end of the school year. The primary purposes of the home visits were to invite parents to the school to observe, visit, or participate; to invite parents to participate in parent meetings; or to discuss attendance problems of children.

During the 1971-72 school year, 42.2 per cent of the Follow Through parents participated in the Follow Through Program and volunteered 676.75 hours. Records were kept from January 3, 1972, to May 25, 1972, and during that period 18.2 per cent of the parents actively participated and volunteered 401 hours. (Information regarding both home visits and parent participation is given in Table 15.)

TABLE 15

HOME VISITS AND PARENT PARTICIPATION
1972-73

Number of Active Families at The Beginning of the School Year	215
Number of Families Leaving John Hope Elementary School Area	33
Number of Active Families At the Year End	197
Number of Families Visited	113
Percentage of Families Visited	52.0
Average Number of Visits Per Family	2.1
Number of Attempted Visits During Year	65
Number of Parents Actively Participating in Follow Through*	36
Percentage Actively Participating*	18.2
Number of Volunteer Hours for the Classroom*	18
Number of Volunteer Hours for Health Services*	3
Number of Volunteer Hours for Field Trips*	18
Number of Volunteer Hours for Other Follow Through Services*	362
Total Number of Volunteer Hours*	401

*Records were kept form 1/2/73 to 5/25/73.

F. Social Services

The Follow Through Program, in addition to the parent involvement program, offered traditional social services to individual families. The Follow Through social services contact report for John Hope Elementary School is in Table 16. Of the 134 referrals during the year, four of those referred had their problems solved or improved.

TABLE 16

SOCIAL SERVICES CONTACT REPORT
JOHN HOPE ELEMENTARY SCHOOL
1972-73

Number of Referrals (Sept. -- May)	134
Number of Families Referred More Than Once	23
Number of Referrals Visited by Social Service Contact	18
Number of Visits in Reference to Referrals	2
Number of Contacts with School Staff	8
Number of Agency Contacts	5
Number of Times Material Resources were Provided	5
Number of Times Complex Reasons were Found for Absense	5
Number of Referrals Solved or Showed Improvement	4
Number of Families to be Followed Up Next Year	4

G. Health Care

Both a private pediatrician and a private dentist were available to perform services for the eligible Follow Through pupils at John Hope Elementary School. All pupils were eligible to receive hearing, vision, and tuberculin tests. The immunization status of each child was reviewed and the innoculations which had not been received by each child were administered. All Follow Through eligible kindergarten and new pupils were given dental examinations, physical examinations, hematocrits, and urinalyses. When special health problems were discovered during the examinations, the pupils received special medical attention.

The health aides, who served three Follow Through schools, served as liaison between the health coordinator and the local Follow Through staff. The local Follow Through staff communicated with the parents concerning the health of each child. The health coordinator coordinated the health services by working closely with the physician and the community agencies.

The kindergarten and new Follow Through children were taken to the dentist in groups of five accompanied by an adult for examination, prophylaxis, and fluoride treatment. Based on the examinations, the children were provided necessary dental treatment in subsequent visits. (The health data is summarized in Table 17.)

H. Psychological Services

Psychological services were provided for Follow Through eligible children by two psychologist when the need was recognized by classroom teachers, the social workers or other Follow Through staff so that the need would be eliminated.

TABLE 17

FOLLOW THROUGH HEALTH SERVICES
FOR PUPILS IN GRADES K-3 AT
JOHN HOPE ELEMENTARY SCHOOL
1972-73

Health Procedures	Number of Pupils Assessed
Immunization	
Complete	189
Incomplete	121
Hematocrits	248
Hearing	275
Vision	242
Urinalysis	248
Medical Examination	184
TB	185
Dental Care	204

Evaluation of the Performance of the Title I Pupils

Because the Follow Through Program operated in grades K through three at John Hope Elementary School, the Title I Program was restricted to grades four and five. The Title I pupils were the lowest achievers from the two grades, excluding the pupils who were identified as educable mentally retarded (EMR).

A random sample of 24 of the fourth grade Title I pupils (12 males, 8 females) were administered the Self-Appraisal Inventory (SAI) in order to determine the attitudes of the pupils in four areas: peer, family, school, and general. The results of the analysis, shown in Table 18, revealed the Title I pupils had generally positive attitudes in the four areas.

TABLE 18

SELF-APPRAISAL INVENTORY OF THE TITLE I PUPILS
1972-73

		Peer	Family	School	General	Total
	Maximum Score Possible	20.00	20.00	20.00	20.00	80.00
Grade 4 N=24	Mean	11.08	13.59	12.17	13.13	48.50
	S.D.	2.72	3.83	3.62	2.68	11.40
	Per Cent Positive	55.40	68.00	60.90	65.70	60.60
Grade 5 N=20	Mean	13.00	14.15	13.80	13.25	54.20
	S.D.	2.83	1.76	2.86	2.34	7.93
	Per Cent Positive	65.00	70.80	69.00	66.30	67.80

The reading objective for the Title I pupils, who received special individualized reading instruction, was as follows:

> Pupils who participate in the English Reading activity will show a gain, between the pretest and the posttest of the MAT, of at least one month for each month in the program in word knowledge and reading.

The Title I pupils as a group showed a gain of approximately two months during the period between the MAT pretest and posttest in word knowledge and a mean gain of approximately one month during the period in reading. However, of the 55 Title I pupils who took both the MAT pretest and the MAT posttest, 16 pupils (30 per cent) achieved the objective in word knowledge and nine pupils (16 per cent) achieved the objective in reading.

As shown in Table 19, the mean grade equivalent reading score of the Title I pupils on the MAT posttest was approximately two years, seven months (2.69). The mean grade equivalent score of the Title I pupils on the reading comprehension of the ITBS was approximately third grade, four months (3.4). The MAT reading posttest scores and the ITBS scores were compared using Pearson's product-moment correlation and a correlation of 0.30 was found, which was significant at the .05 level.

TABLE 19

METROPOLITAN ACHIEVEMENT TESTS
TITLE I PUPILS FROM GRADES 4 AND 5
1972-73

	Pretest		Posttest		Gain
	Mean Grade Equivalent Score	S.D.	Mean Grade Equivalent Score	S.D.	Equivalent Gain
Word Knowledge	2.61	0.65	2.77	0.74	0.16
Reading	2.62	0.87	2.69	0.72	0.07

Career Opportunities Program

There were three aides at John Hope Elementary School who participated in the Career Opportunities Program (COP). Since the analysis of the progress of the Follow Through pupils was based on the number of years they participated in Follow Through rather than a comparison of achievement among classes, the effect of the COP aides at John Hope Elementary School was not a component of the evaluation. However, in conjunction with COP, the teachers and aides at John Hope Elementary School anonymously answered the Opinionnaire on Attitudes Toward Education, an instrument for determining whether attitudes toward education were child-centered or subject-matter centered.

Of a possible total score of fifty on the Opinionnaire on Attitudes Toward Education with zero on the continuum representing totally subject-matter centered attitudes and fifty representing totally child-centered attitudes, the mean score of the teachers with aides was 35.9; teachers without aides, 31.25; COP aides, 34.76; and non-COP aides, 34.5.

In a study to determine if there existed within the Atlanta Public Schools a correlation between attitudes of the teachers and aides toward education, either child-centered or subject-matter centered, the effectiveness of a school as defined by the pupil achievement study, no correlation was found.

Pupil Attendance

The per cent of pupil attendance at John Hope Elementary School ranged from 87 per cent in the kindergarten to 93 per cent in grade three with an overall average of 90.9. The city-wide attendance averaged for elementary schools during 1972-73 was 91.4 per cent.

The per cent of pupil mobility ranged from fifteen per cent in grade five to thirty-two per cent in grade three with the overall mobility index of 0.23 for John Hope Elementary School.

COST ANALYSIS

A cost analysis was performed to determine the relationship between pupil achievement, using the Iowa Tests of Basic Skills (ITBS), and the amount of money spent at John Hope Elementary School. Data from the Atlanta Public Schools, General Funds Report, July, 1973, and the Trust and Agency Report, June, 1973, were used. Included were general funds and compensatory funds from special projects.

The actual per pupil cost at John Hope Elementary ranged from $1,018 per pupil in grades four and five to $1,212 per pupil in the kindergarten, with the average per pupil cost being $1,129. Because the pupils at each grade level two through five achieved the predicted ITBS scores, the cost per unit of predicted achievement varied from $9.60 to $11.55. (Grades K and one were not included in the pupil achievement study.) The data is included in Table 20.

TABLE 20

COST ANALYSIS
1972-73
TOTAL AVERAGE DAILY ATTENDANCE (Kdg.-5) = 383

	Grades						
	Kdg.	First	Second	Third	Fourth	Fifth	Average
Average Daily Attendance	40	74	68	67	73	61	64
Per Pupil Cost							
A. General Funds							
1. Regular							
a. Salary	$ 756.56	$ 756.56	$ 756.56	$ 756.56	$ 756.56	$ 756.56	$ 756.56
b. Nonsalary	72.23	72.23	72.23	72.23	72.23	72.23	72.23
c. Total	$ 828.79	$ 828.79	$ 828.79	$ 828.79	$ 828.79	$ 828.79	$ 828.79
2. CIP							
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	3.34	3.34	3.34	-0-	-0-	1.82
c. Total	$ -0-	$ 3.34	$ 3.34	$ 3.34	$ -0-	$ -0-	$ 1.82
3. Total General Funds							
a. Salary	$ 756.56	$ 756.56	$ 756.56	$ 756.56	$ 756.56	$ 756.56	$ 756.56
b. Nonsalary	72.23	75.57	75.57	75.57	72.23	72.23	74.05
c. Total	$ 828.79	$ 832.13	$ 832.13	$ 832.13	$ 828.79	$ 828.79	$ 830.61

TABLE 20 (Cont'd)

	Grades						
	Kdg.	First	Second	Third	Fourth	Fifth	Average
B. Compensatory Funds							
1. Follow Through							
a. Salary	$ 321.15	$ 180.25	$ 195.72	$ 198.56	$ -0-	$ -0-	$ 192.42
b. Nonsalary	62.12	62.12	62.12	62.12	-0-	-0-	40.39
c. Total	$ 383.27	$ 342.37	$ 357.84	$ 360.68	$ -0-	$ -0-	$ 232.81
2. Title I (Regular)							
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ 187.48	$ 187.48	$ 65.59
b. Nonsalary	-0-	-0-	-0-	-0-	1.33	1.33	0.47
c. Total	$ -0-	$ -0-	$ -0-	$ -0-	$ 188.81	$ 188.81	$ 66.06
3. Total Compensatory Funds							
a. Salary	$ 321.15	$ 180.25	$ 295.72	$ 298.56	$ 187.48	$ 187.48	$ 258.01
b. Nonsalary	62.12	62.12	62.12	62.12	1.33	1.33	40.85
c. Total	$ 383.27	$ 342.37	$ 357.84	$ 360.68	$ 188.81	$ 188.81	$ 298.86
C. Total Per Pupil Cost							
1. Salary	$1,077.71	$1,036.81	$1,052.28	$1,055.28	$ 944.04	$ 944.04	$1,014.57
2. Nonsalary	134.35	137.69	137.69	137.69	73.56	73.56	114.90
3. Total	$1,212.06	$1,174.50	$1,189.97	$1,192.81	$1,017.60	$1,017.60	$1,129.47
Predicted Achievement Quotient	---	---	105	114	106	105	107
Cost Per Unit of Predicted Achievement Quotient							
A. General Funds	$ ---	$ ---	$ 8.08	$ 7.29	$ 7.82	$ 7.89	$ 7.77
B. Compensatory Funds	---	---	3.47	3.16	1.78	1.80	2.55
C. Total	$ ---	$ ---	$ 11.55	$ 10.45	$ 9.60	$ 9.69	$ 10.32

CONCLUSIONS

In viewing the total program of John Hope Elementary School, the following conclusions were reached:

A. According to the pupil achievement study conducted by the Division of Research and Development, both the reading and the mathematics programs at John Hope Elementary School were effective because the pupils achieved the predicted levels on the Iowa Tests of Basic Skills (ITBS) and were in the 90 percentile in comparison with other Atlanta Public Schools in achieving the predicted scores.

B. The pupils at John Hope Elementary School performed below the national norm in mathematics and reading, and were in the 56 percentile compared with other Atlanta Public Schools in relation to the national norm.

C. High pupil mobility was reflected in the Follow Through Progam. At each increasing level one through three, the percentage of pupils who had participated in Follow Through since kindergarten decreased. At the first grade level approximately two-thirds of the pupils had participated in Follow Through since kindergarten. At the second grade level the percentage who had participated since kindergarten dropped to approximately 50 per cent. At the third grade level, only one-third of the pupils had participated in Follow Through since kindergarten.

D. The Phonic Skills Test was administered as pretest and posttest to the Follow Through pupils and the results were as follows:

   1. The kindergarten pupils did not achieve their phonic skills objective.

   2. The Phonic Skills Test pretest scores of the first grade pupils who had particpated in Follow Through during kindergarten and the first grade were compared with the scores of the first grade pupils who participated in Follow Through during the first grade only; there was no significant difference (.05 level). The phonic skills objective was achieved by the total first grade group on the posttest.

3. At the second grade level, the pupils who participated in Follow Through from kindergarten through grade two scored significantly higher (.05 level) in the letter sounds of the Phonic Skills Test pretest than the second grade pupils who had participated in Follow Through during grades one and two. The second grade pupils as a total group achieved their phonic skills objective on the posttest.

4. The third grade pupils who had participated in Follow Through from kindergarten through grade three scored significantly higher (.05 level) than all other third grade pupils on the oral reading of the Phonic Skills Test pretest. The third grade pupils as a total group were within one point of achieving the objective on the posttest.

E. The Iowa Tests of Basic Skills (ITBS) performance of the Follow Through pupils in grades one though three was analyzed on the basis of Follow Through experience. The results were as follows:

1. There was no significant difference in the ITBS performance of the Follow Through first grade pupils who participated in Follow Through during kindergarten and grade one and the first grade pupils who participated in Follow Through during the first grade only.

2. There was no significant difference in the ITBS performance of the second grade pupils based on the number of years they had participated in Follow Through.

3. There was no significant difference in the ITBS performance of the third grade pupils based on the number of years they had participated in Follow Through.

F. A larger percentage of the families of the Follow Through children were visited by the Follow Through staff during the 1972-73 school year compared with the previous year.

G. All Follow Through eligible pupils were screened for vision and hearing deficiencies, checked for height and weight, and immunized. All Follow Through eligible kindergarten and new pupils were given dental examinations, physical examinations, hematocrits, and urinalyses.

Tuberculin tests were directed by the Public Health Department. As the need arose, all Follow Through eligible children were provided dental care by a private dentist and health care by a private physician.

H. Psychological services were provided to Follow Through pupils by two psychologists when the need was recognized by the classroom teacher or the social workers.

I. Both the Follow Through participants and the Title I participants had generally positive attitudes as measured by the Self-Appraisal Inventory.

J. Between the pretest and the posttest of the Metropolitan Achievement Tests (MAT), thirty per cent of the Title I participants achieved the gain of one month for each month in the Title I program in word knowledge; sixteen per cent achieved the gain in reading.

K. There was a significant correlation (.05 level) between the Metropolitan Achievement Tests and the Iowa Tests of Basic Skills scores of the Title I pupils.

L. By means of the Opinionnaire on Attitudes Toward Education an instrument which was given to satisfy evaluation requirements of the Career Opportunities Program (COP), the attitudes of the teacher and the aides were assessed. Both teachers and aides at John Hope Elementary School tended to have child-centered, as opposed to subject-matter centered, attitudes toward education.

M. The pupil attendance at John Hope Elementary School was approximately equal to the city-wide average.

N. The pupil population at John Hope Elementary School was highly mobile. Approximately one-fourth of the pupils either moved into or out of the school during the school year.

O. There was little variance in the per pupil cost among grade levels at John Hope Elementary School; the average per pupil cost was $1,129. The average cost per unit of predicted achievement quotient was approximately $10. In fact, fourth and fifth grade pupils gained the most for the amount of funds spent.

RECOMMENDATIONS

In viewing the total program at John Hope Elementary School, the following recommendations are made:

A. Continue the effective reading and mathematics programs.

B. Make a concerted effort during the 1973-74 school year to actively involve more parents in Follow Through Program.

C. Assess the strengths and weaknesses of the Title I Program at John Hope Elementary School in order to have a higher percentage of pupils achieving the Title I reading objective during the 1973-74 school year.

D. Pursue a plan designed to equate achievement with expenditures, and base plan on maximizing returns for economic effort. Definitely, additional resources should make differences in achievement.

APPENDIX

John Hope School
Title I Monthly Pupil Information Sheet for Classroom Teachers

Name _____

Date _____

Instructional Prescription

Needs help in:

1. _____
2. _____
3. _____
4. _____
5. _____

Suggested Materials:

1. _____
2. _____
3. _____
4. _____
5. _____

Feedback Sheet from Classroom Teacher
to Title I Lead Teacher

Name _____

Date _____

Results:

Comments:

Individual Reading Skill Development of Title I Pupils

Pupil's Name _____

	Hearing Differences in Words
	Hearing Similar Beginning Sounds
	Matching Letters (Finding Diff. Letter)
	Matching Letters (Finding Same Letter)
	Hearing Similar Ending Sounds
	Hearing Rhyming Words
	Seeing Likenesses & Difference in Words (One Difference)
	Seeing Likenesses & Difference in Words (Two Alike)
	Identification of Letters (Capitals)
	Identification of Letters (Lower Case)
	Sight Vocabulary (Pictures)
	Sight Vocabulary (Words)
	Initial Sounds - Single Consonants

	Final Sounds Single Consonants
	Initial Sounds - Consonants, Digraph & Blends
	Vowel Sounds - Single, Digraph, Dipthong
	Hearing syllables
	Syllabication
	Finding Root Words In Larger Words
	Adding Endings to Words
	Finding Roots in Compounds
	Contractions
	Main Idea (Para.)
	Implied Idea (Para.)
	Details
	Discriminating Between Fact and Fiction
	Predicting Outcomes and Action
	Discriminating Between Fact and Opinion
	Word Knowledge

	Reading
	Word Analysis
	Drawing Conclusions
	Locating Information